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ABSTRACT

Controversial issues and their effect on students is the focus of this paper, which includes results of research on the influences of media and family. Discussions of controversial issues in an open classroom environment affects student attitudes by promoting: (1) less cynicism about government and politicians; (2) a belief that citizens have influence on the political system; and (3) a higher sense of civic responsibility. Research shows that behavior is affected, and that students are more likely to participate in politics and discuss and express opinions about political issues with family and friends. In other countries besides the United States, this behavior has also been documented. The effect of the media on civic knowledge, values, and behavior is documented through research. Elementary and secondary students believe they acquire information about political issues, government, and current affairs from television; additionally, high school students report television as a second information source after newspapers and magazines. When surveyed the children are usually the most politically knowledgeable. Research shows that parents can be most effective in promoting civic competence by discussing with their children the issues raised in the media. Research from cooperative learning theorists concludes that when students can examine and discuss controversies in a cooperative environment, they achieve higher levels of cognitive reasoning, higher quality problem solving, greater creativity, and more accurate perspectives. The appendices contain Ehman's theoretical model and the Connecticut State Board of Education's policy statement on controversial issues. A 32-item bibliography is included. (DJC)

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THE EFFECTS OF THE SCHOOL, MEDIA AND FAMILY ON THE CIVIC VALUES AND BEHAVIORS OF YOUTH

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The Effects of the School, Media, and Family on the Social and Civic Values and Behaviors of Youth in the United States

Political socialization researchers in the United States have focused primarily on the role of the school, and--to a lesser extent--on the role of the media and of families on the development of young people's civic attitudes, values, and behaviors. As a result, we have too little empirical evidence on the roles of the church and the workplace for me to be able to comment on that today. Moreover, my own work has focused on the impact of one particular school variable--controversial issues discussions in schools. Therefore, I will discuss most extensively the part that controversial issues discussions play in the development of students' civic orientations. Then I will discuss the research on media and family influences, particularly as they relate to controversial issues. Finally, I will discuss what I believe to be the implications of the research for citizenship education in an increasingly interdependent global society.

My primary concern is with fostering attitudes, values, and behaviors that will help students to become active, participating citizens. I am concerned with the development of student predispositions for participation--an interest in public affairs, a desire to influence public decisions, and a belief that their participation can make a difference in the life of the community. I am particularly concerned that students develop an appreciation for both the rights and responsibilities associated with articles 19 and 21 of the Universal Declaration of Human Rights and similar principles that are written into the constitutions of most western democracies. (Article 21 states that all citizens shall have the right to participate in the affairs of government, by holding office and selecting office holders; Article 19 states that all citizens shall have the rights to freedom of expression). The realization of those principles require that young people develop a will to participate and to express opinions and that they respect those rights for others. Thus my perspective is that civic values and behaviors ought to reflect and enhance the principle of government by the people (not just <u>for</u> the people)--by all of the people--females as well as males, the poor as well as the affluent, and minorities as well as majorities. It is that goal for which I believe we should be mustering all of the available knowledge to help young people develop civic competence and civic responsibility.

This morning John Patrick talked with us about a number of ways that schools in the United States influence civic values and behaviors of youth. Before looking at the role of the media and parents, I will elaborate on the role that one school variable, that of controversial issues discussions, has upon students' civic values and behavior.

For many years the National Council for the Social Studies (NCSS-the professional association of social studies educators in the United States), has advocated that citizenship education include opportunities for students to investigate controversial issues. The reasoning is that in a democracy, public policy decisions are made through the process of discussion. Public dialogue is the means by which differing views, alternative policies, and varied solutions are considered. Therefore, NCSS argues "...it follows that education for citizenship in a democracy must emphasize the study and discussion of controversial issues and must teach the skills needed for this study and discussion...NCSS recommends that it be the explicit policy of the nation's public schools to encourage and maintain the study of the unsolved problems and the current, controversial issues of our society. Only through this study can children develop the abilities they will need as citizens of a democracy" (National Council for the Social Studies, 1951). The argument that the ideals of democracy necessitate inquiry into controversial issues in schools has been advanced by many leading writers in the field of citizenship education (Engle, 1960; Engle & Ochoa, 1988; Griffin, 1942; Hunt & Metcalf, 1955, 1968; Newman,1970; Oliver & Shaver, 1966).

School Effects

In recent years a number of studies at the secondary school level have verified the benefits of investigating controversial issues in an open supportive classroom environment. Those benefits can be seen most clearly when the studies on issues discussions are contrasted with other research in civics education. Most of the earlier research on the effects of civic education in schools concluded that without evidence of issues discussions, the influence of courses in civics and government was limited to the cognitive domain and had little, if any effect on affective outcomes of attitudes and values. Students who had more civics instruction were consistently found to be more knowledgeable than their peers who had less instruction or none; but the differences in the attitudes, values, and behaviors of the students with and without civics instruction were non-existent, or they were so small that the researchers themselves questioned an investment which obtained such "minuscule" results (Farnen & German; Langton & Jennings, 1968; Litt, 1963). On the other hand, researchers who looked at controversial issues discussions

found that when such discussions were conducted in a supportive environment in civics and other social studies classes there were positive effects on student values and behavior--the primary concern of this session.

To illustrate the relationship between controversial issues discussion, classroom climate, and civic attitudes and behaviors, Ehman (1969) proposed a model which has been consistently supported by empirical research (See Appendix A).

Classroom climate measures used by various researchers ask students how often their social studies teachers deal with current social and political problems, how frequently the teachers deal with both sides of an issue and allow both sides to be discussed, how often teachers advocate a particular position or remain neutral on issues, and how free students feel to express their own opinions when such issues are discussed. An "open" classroom climate exists when students report having frequent lessons dealing with controversial issues in which at least two sides of an issue are presented, when they say teachers rarely advocate a position, and when they feel free to express their own opinions. Among these several dimensions of climate, the strongest predictor of positive student outcomes is the student's perception of freedom to express opinions (Ehman, 1977).

A series of studies have found that students who report that they frequently discuss controversial issues in an open climate are less cynical about government and politicians than those without such experiences (Ehman, 1969). They also have higher levels of political efficacy--that is, they are more likely to believe that citizens have some influence on the outcomes of the political system, and that the political system is responsive to the opinions and actions of people like themselves (Ehman, 1969; 1977). Students who experience controversial issues discussion in an open environment also report a higher sense of civic responsibility in that they believe that it is important for citizens to vote (Ehman, 1969). They express greater interest in politics and they report a greater sense of social integration, the feeling of belonging to society as opposed to being alienated from it. (Ehman, 1977).

Controversial issues discussions in an open climate have also been found to relate to positive civic outcomes at the school level. For example, in a study of 10 midwestern high schools, Ehman (1977) concluded that students who experienced discussion in an open climate were more trusting of school adults and students in their school; they were more interested in school politics and were more likely to feel that they could influence school-level decisions.

The research shows behavioral as well as attitudinal benefits to controversial issues discussion in an open climate. Students who discuss controversial issues in an open classroom climate report greater political participation; they report that they frequently discuss political news or issues with parents and friends. They are more likely than other students to say that they express opinions in such discussions and try to persuade others to their views. They are also more likely to report that they have attended a political rally or meeting (Ehman, 1969; Long & Long, 1975). Moreover, in the one study which had a sizeable number of both black and white students, the positive outcomes in open-climate classrooms were the greatest for black students (Ehman, 1969).

The research cited so far from the United States has been confirmed by several international studies. The earliest one (Almond & Verba, 1963) included samples of adults in Italy and the United States as well as adults from the United Kingdom, the Federal Republic of Germany, and Mexico. In all five countries, adults with the highest levels of political efficacy were those who remembered discussing and debating social and political issues in school; everywhere that relationship was strongest for adults who had completed secondary school (Almond & Verba, 1963).

In the large-scale study of civic education in nine western democracies--again including Italy and the United States--the International Association for the Evaluation of Educational Achievement (IEA) further corroborated this line of research (Torney, Oppenheim, & Farnen, 1975). From surveys administered to over 30,000 students (ages 10, 14, and at the pre-university level), the IEA researchers concluded that when students had the opportunity to regularly participate in classroom discussions in which they were encouraged to express their opinions, they were not only more politically interested; they were also more politically knowledgeable and less authoritarian. The reverse was true for students who received their civics instruction primarily in the form of lectures, recitation, and patriotic rituals; indeed, those students were less politically interested and more authoritarian.

Most recently, I conducted a study of adolescent attitudes in five western democracies, which unfortunately did not include students from Italy. Questionnaires administered to almost 1500 students in 21 schools in the United States, the United Kingdom, West Germany, Denmark, and the Netherlands yielded similar results to those obtained in the other studies. The students who reported frequent discussion of controversial issues, who said their teachers encouraged them to express their opinions, and who felt comfortable expressing opinions were the students who scored the highest on measures of

political efficacy, political confidence, political trust, and political interest (Hahn, Tocci, and Angell, 1988).

It should be emphasized that it is not the mere presence of controversial topics in the classroom which is related to positive civic values and behaviors. Rather, it is the openness of the climate in which those issues are investigated that is crucial. Indeed, contrary effects result from introducing controversial topics in a "closed" climate. That is, when controversial issues are presented in classes where the students perceive that only one side of an issue is presented, where they recall teachers advocating particular positions on issues, and where the students feel hesitant to express their own opinion, the students are more politically cynical, less efficacious, more likely to believe that it is not worthwhile to vote. They are also less likely to report any political participation than if they had no controversial issues discussion at all (Ehman, 1969). Clearly, controversial content presented in a biased and closed atmosphere is related to negative civic outcomes.[1]

It should also be noted that controversial issues discussions, even in an open environment, have not produced positive civic outcomes in regard to all civic attitudes valued by western democracies. In particular, studies of civic tolerance and support for dissent have had mixed results. Although one study (Grossman, 1974) found that numbers of controversial issues courses taken and students' feelings of freedom to express their views in class were associated with tolerance of dissent, not all of the studies have obtained such results; other studies found no relationship between controversial issues discussions in school and what has been called "civic tolerance"--a willingness to extend to disliked groups basic rights such as the rights to free expression and the right to hold public office (Curtis & Shaver, 1980; Hahn, et al., 1988; Long & Long, 1975). Apparently, student attitudes toward disliked groups (whether the groups are racist organizations, Communist Party members, or atheists) are so strong that regular discussions in an open climate are unable to increase a commitment to abstract principles such as freedom, tolerance, and human rights to the extent that students would support rights for their disliked groups. That is consistent with other research on civic tolerance (Avery, 1987; Patterson, 1979; Sullivan, Piereson, & Marcus, 1979, Zellman & Sears, 1971).

Implications of School Effects

Many at this conference are interested in the practical implications of this research for curriculum developers, government policy makers, and teacher trainers. First, I would

like to address the application to curriculum development. Two studies in the United States found that specially designed units of instruction about controversial public policy issues had positive benefits. In both studies, students were actively engaged in acquiring information from different sources with varying perspectives and positions on an issue (Curtis & Shaver, 1980; Goldenson, 1977).

In one study of the effects of an experimental curriculum unit on civil liberties, student groups researched controversies related to freedom of expression, freedom of religion, and due process of law. To hear conflicting viewpoints on their topics, students interviewed community members such as lawyers, police, and representatives of the American Civil Liberties Union. Experimental group students showed an increased concern for the issues and greater support for civil liberties at the end of the treatment as compared to students in a control group. Moreover the attitude change in experimental group students was the greatest for those who perceived their teachers to be fair, knowledgeable, concerned, interesting, and understandable (Goldenson, 1977).

Similar results were obtained in a study of housing problems by classes of slow-learning students in British Columbia, Canada (Curtis & Shaver, 1980). The extensive unit utilized active student engagement in learning about a locally controversial issue. Students read a variety of newspaper accounts and booklets and they conducted a survey in the community to identify differing perspectives on the issue. Experimental group students, as compared to control group students, showed increased self-esteem, decreased dogmatism, increased interest in housing and other social issues, increased levels of political efficacy, and increased scores on a test of critical thinking.

These two studies, combined with the descriptive research, suggest that curriculum development and teacher training must go hand in hand. Curricula should provide varied perspectives on issues. That might be achieved by including excerpts from newspaper editorials, letters to the editor, and speeches or editorial cartoons, personal interviews with local adults, guest speakers, films, videos, case studies, and arguments presented through fictional characters. But the materials alone are not sufficient to bring about desirable student outcomes. They must be presented in such a way that students can consider multiple perspectives, feel that the teacher is not advocating a particular viewpoint, and, most importantly, in a way that makes students feel comfortable to express their opinions--even when those opinions differ from their classmates and the teacher. Pre-service and in-service training should help teachers develop the skills and sensitivity to foster an open climate for controversial issues discussions.

Clearly, government officials and school policy makers also have a role to play. Their leadership in setting a tone for community support of controversial issues discussion is invaluable. We need speeches, position papers, and policy statements which emphasize the critical role of controversial issues study in democracies. (For a model of such a statement issued by a state board of education see Appendix B).

Research on the role of the media and of the family on civic values and behaviors is linked to the research on issues discussions in schools because most of it has focused on the extent to which students follow current issues in the media and discuss those issues with their parents.

Media Effects

The research in the United States has found that by the end of elementary school most children have made at least intermittent use of the mass media (Hess & Torney, 1967). Regular usage becomes more widespread during high school and continues to rise in the adult years (except for a decline during college) (Jennings & Niemi, 1974). In one nationally representative sample of high school seniors, over 80% of the students said they followed what was going on in government and public affairs most or some of the time; only 16% reported not following the news at all (Jennings & Niemi, 1974).

From my recent study of adolescents in five nations, 55% of the students in the American part of the sample said that they watch television news almost daily. Another 40% said that they watch it periodically; only 5% reported that they never watch television news (Hahn, Angell, & Tocci, 1987). Sixty-five percent of those high school students said that they read newspapers regularly (at least, two or three times a week). Only 10% said they never read newspapers. Seventy percent said they listen to the radio daily or several times per week. Only 15% said they never listen to radio news. But our main concern here is not merely with extent of media use; it is with the effect such use has on civic knowledge, values, and behaviors.

First, students--at both the elementary and secondary level--believe that they acquire information from the media. A number of studies have found that students up to grade 6 (about ages 11 or 12) report that television is their major source of information about politics, government, and current affairs (Ehman, 1980). That may occur because schools and parents rarely discuss politics with children assuming them to be too young to engage in discussion of such issues, (in spite of the evidence that young children are often present when news programs come on the television).

High school students also believe that the media are important to their understanding of political ideas. In one national study high school students reported that television ranked second, behind newspapers and magazines, as a source of information about political ideas (Remy, 1972). Students who responded to the survey (by the American Political Science Association's committee on pre-collegiate education) had participated in a Washington seminar program in government. Therefore, their accounts were probably not representative of "average" students but rather were reflective of those high school students who are most interested in politics and public affairs. Nevertheless, 38% of the responding students said that their primary sources of information about the world were newspapers and magazines. Close behind that, 35% named television as their primary source: Far fewer named teachers and school (13%), parents (8%) and friends (6%) as their primary source of information about the world. Similar percentages were reported in regard to information about the United States. Clearly, the students in that sample believed that the mass media--both print and electronic--was important to their understanding of political ideas at both the domestic and international levels.

Student beliefs about the contribution of the media to their knowledge have been confirmed by the studies which correlated knowledge with media use. For example in a study of Australian children's political understandings, interviews revealed that children who were knowledgeable about political events, processes, and people were those who said they watched news programs while their parents had the television on; children who were not politically knowledgeable did not watch the news (Connell, 1974).

Similarly, in one longitudinal study of elementary school students in the United States, it was found that over time the extent to which parents discussed current events with their children predicted higher attention to television news on the part of the child; that attention in turn predicted future gains in the child's knowledge of public figures and current events (Atkin & Gantz, 1975 as cited in Chaffee, Jackson-Beeck, Durall, & Wilson). Other studies of American students have also found increases in political knowledge with greater television and newspaper exposure (Chaffee, Ward, & Tipton, 1970). Additionally, the data from the 1965 national sample of high school seniors mentioned earlier indicated that political knowledge was associated with heavy use of print media such as newspapers and news magazines, but not with radio or television use (Chaffee, et al., 1977). Furthermore, civic behaviors, which included engaging in discussions about politics and paying attention to public affairs, were positively correlated with use of print media and to a lesser extent, with radio and

television use. However, political attitudes such as political efficacy and political trust were not related to media use. Other studies have concluded that television influences students' knowledge, but not their attitudes (Chaffee, et al., 1970; Tolley, 1973; and Hirsch, 1971 as cited in Beck, 1977).

The IEA study of youth in nine nations found that students who reported greater interest in public affairs programs, as compared to students without such interest, were clearly more knowledgeable about government and politics; they were also more supportive of democratic values (Torney, et al., 1975). The researchers noted that it was not possible to determine whether there was a cause or effect relationship. That is, students who are more interested in and knowledgeable about political affairs may voluntarily attend to public affairs programs more, or--conversely--listening to news programs on the radio and television may instill greater political interest and knowledge. It is likely that interest and attending to the media reinforce one another.

In summary, it appears that students believe the media are important sources of political knowledge at the domestic and international levels, and that belief is confirmed by empirical evidence linking knowledge to media use. Media use, however, does not seem to influence political behavior or attitudes except for political interest and discussion of politics; and in those cases media use may follow from interest and discussion rather than being created by them.

In considering the data on media use, we should note that whether the media becomes the basis for passive or active citizenship learning may depend to a large extent on adults' mediating role in helping students to make meaning out of media stories. If students are guided by parents and teachers to see the ways that citizens acting individually and in groups influence events, they may develop positive feelings of political efficacy and confidence. On the other hand, without such guidance youth can easily be overwhelmed by a sense of helplessness and hopelessness; they might be passive observers to what appear to be overwhelming uncontrollable forces.

As noted above, media use appears to be related to family influence on civic behaviors. Children are more likely to derive information from the media if their parents frequently view television news and if newspapers are available to students in their homes. Furthermore, political activity is often measured by the extent to which parents discuss public affairs with their children. Therefore, I will now turn to what is known about the role of families on the civic values and behaviors of youth.

Family Effects

Although it is generally assumed that the family has much influence on the civic values and behaviors of young people, there is less empirical evidence to support that belief than one might expect. One of the classic studies of elementary school children in the United States concluded that the family, along with the school and the media, is a major shaper of children's political learning (Easton & Dennis, 1969).

In regard to adolescents, the 1965 study of American high school seniors is the most extensive study of family influence (Jennings & Niemi, 1974). In that study youth were most likely to reflect their parents' orientations in regard to political party preference, attitudes toward specific issues, and levels of political efficacy and trust when parents discussed politics and public issues with their children and when both parents agreed (Jennings & Niemi, 1974). If students received mixed messages or no messages from their parents, there was less similarity between the beliefs of students and their parents. Students who received conflicting cues from home were more likely to hold beliefs similar to their friends' beliefs. Family influence was seen most strongly in regard to partisanship, as it had been in other studies. However, that is not to say that parental influence is the sole determinant of political party preference; family members share socio-economic status, religious orientations, and many values which also relate to political party preference. Moreover, the impact of family on partisanship, may be of little relevance to our concerns here--civic values and behavior. In the IEA study of civic attitudes in nine nations, the researchers concluded that "the parental socio-economic differences which are often associated with partisan political attitudes are only weakly related to Support for Democratic Values or to Participation in Political Discussion" (Torney, et al., 1975, p.265).

Moreover, for students who receive few political messages at home, the school, rather than the family, is the primary influence on civic knowledge and attitudes. Studies have found that for low socio-economic students in various nations and for black students in the United States, school is more influential than families in the political socialization process (Almond & Verba, 1963; Ehman, 1970; Hess & Torney, 1967).

Thus, it appears that parents can be most effective in promoting civic competence by discussing issues raised in the media with their children. In my recent cross-national study, only 14% of the American adolescents reported that they discuss current affairs and politics with their parents "very often" but 42% said that they participated in such discussions "sometimes". Another 25% said they "hardly ever" have discussions of that nature with their parents and 18% said they

"never" do. Moreover for the American respondents there was a substantial correlation (between frequency of discussion about issues with their parents and political interest, political confidence, and political efficacy.

Of the students in the cross-national study, those from Denmark reported the greatest frequency of political discussions with their parents, followed by students in West Germany. The English students, on the other hand, reported that they discussed politics with their parents even less than did the American students (Hahn, et al., 1987). I look forward to learning how frequently Italian students discuss civic affairs with their parents.

Summary

Taken together the studies of the effects of family and media, like those on school variables, suggest that engaging students in discussions about the public policy issues over which citizens disagree is the single most important way by which we can foster a set of attitudes and values supportive of wide democratic participation. Moreover, research by Kohlberg and others has shown that when young people regularly participate in moral dilemma discussions--and controversial public policy issues are clearly moral dilemmas for the society--they achieve higher levels of moral reasoning, with increased concern for realizing ethical principles.

Additionally the recent work on cognition which Judith Torney-Purta and others are relating to civic learning is applicable here. It suggests that we need to understand student perceptions of political actors, events, sequences and other relationships that form the students' mental maps (schemata) of complex, controversial public issues. We need to realize that students are both assimilating new knowledge from the media, family, teachers and other students into those images and they are accommodating their mental maps to fit new information. It is through the process of discussion that we can hear students thinking aloud about their images and can help them make necessary adjustments. Needless to say that makes the role as a listener in discussions with students especially important. Encouraging students to express their views is thus essential for cognitive development as well as for promoting positive civic attitudes as noted earlier.

Moreover discussions of public policy issues in school and home settings seem to be most beneficial when they occur in a cooperative context - that is when contributions from all members are valued and when everyone benefits from the group process.

The research from cooperative learning theorists concludes that when students can examine and discuss controversies in a

cooperative context, they achieve higher levels of cognitive reasoning, higher quality problem solving, greater creativity, and more accurate perspective taking (Johnson & Johnson, 1979). All of those are abilities that will be needed more than ever before by competent, responsible, caring, participating citizens of the future.

Citizens of the global society need to be able to tackle complex issues such as those related to environmental quality, economic integration, human rights implementation and international security. Will today's youth- tomorrow's decision makers be able to tackle such problems with sufficient knowledge, will, and compassion?[2] I believe the answer is yes - but only if we reform civic education to give young people more opportunities to explore and discuss controversial issues and to practice perspective taking in open, supportive environments. The school, family, media - and yes the church and the workplace also - can contribute to that process.

1. Long and Long (1975) found negative correlations between controversial issues discussions and levels of political efficacy and political trust which may be attributable to a closed climate; unfortunately they did not measure climate so one cannot be certain of that explanation.

2. For a lengthier discussion of citizenship education in the global context see C.L. Hahn, Promise and Paradox: Challenges to Global Citizenship, 1983 NCSS Presidential Address, Social Education, 48, (April, 1984), 240-43, 297-99.

Appendix A

Ehman's *
Theoretical Model Illustrating

Theoretical Model Illustrating
Hypothesized Relationships Between
Educational and Politically Relevant
Variables for High School Students

Independent Variables:	Intervening Variables	Political Attitudes:
		"Positive" Changes
Social Studies Course Exposure Controversial Issues Teacher Exposure	+ + + + + + "Open Classroom Climate" + + + + + +	Decreased cynicism Increased efficacy Increased sense of citizen duty Increased participation
		"Negative" Changes
Social Studies Course Exposurre Controversial Issues Teacher Exposure	- - - - - - "Closed" Classroom Climate - - - - - -	Increased cynicism Decreased efficacy Decreased sense of citizen duty Decreased participation

*From Ehman, L.S. (1969, November) Political socialization of high school students. American Educational Research Journal, 6, 561.

Appendix B
Teaching About Controversial Issues*

Policy Statements from the Connecticut State Board of Education

Controversial Issues

Learning to deal with controversial issues is one of the basic competencies all students should acquire. Controversial issues are those problems, subjects or questions about which there are significant differences of opinion based for the most part on the differences in the values people bring to the appraisal of the facts of the issue.

Controversy is inherent in the democratic way of life. The study and discussion of controversial issues is essential to the education for citizenship in a free society. Students can become informed individuals only through the process of examining evidence, facts and differing viewpoints, by exercising freedom of thought and moral choice, and by making responsible decisions. The perpetuation of the fundamental principles of our society requires the guarantee that there be opportunity for students to read, to gather information, to speak and to hear alternative viewpoint,s and to reach honest judgments according to their individual ability.

In order for students to learn these competencies, teachers must be free to help students to identify and evaluate relevant information, to learn the techniques of critical analysis, and to make independent judgments. They must reinforce the students' right to present and support their conclusions before persons who have opposing points of view. Teachers should also endeavor to develop a flexibility of viewpoint in students so that they are able to recognize the need for continuous and objective reexamination of issues in the light of changing conditions in society and as new and significant evidence becomes available to support a change in point of view. Further, teachers should direct the attention of learners, at the appropriate levels of maturity, to significant issues and to promote a lively exchange of ideas about them. Although teachers have the reight to express their own viewpoints and opinion, they do not have the right to indoctrinate students with their personal views.

It is recommended that all Connecticut Boards of Education develop and disseminate a written policy which supports the concept of Teaching About Controversial Issues.

*State of Connecticut Board of Education (1981). A Guide to curriculum development in social studies. Connecticut State Department of Education, p.84.

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